

ATESOL NSW

Association for Teaching English to Speakers of Other Languages

DECEMBER 2023

NEWSLETTER

ACTA RESPONSE TO THE VOICE REFERENDUM



Councillors passed the following motion unanimously 16 November

We are profoundly sorry that the referendum to establish the Voice to Parliament did not succeed. As educators and individuals, we are inspired by the generosity embodied in the Uluru Statement from the Heart and we commit to work to heal the hurt that this rejection has caused.

TEACHERS REAWAKEN AUSTRALIA'S INDIGENOUS LANGUAGES

Sydney Morning Herald 6 November 2023

All of Australia's Indigenous languages are critically endangered, but the push to reawaken them has been gathering momentum.

[READ MORE](#)



TAFE TEACHER FIONA BRAYBROOKS TALKS ABOUT WORK IN THE RIVERINA

Teaching ESOL comes with so many rewards, but in rural and remote areas of NSW, teaching can also pose a lot of different challenges. Having taught in the adult ESOL space for nearly ten years in the Riverina region of NSW, I always enjoy the diversity of learners in my classroom.

[READ MORE](#)

OUTGOING PRESIDENT'S MESSAGE

As I reflect on the remarkable journey of the last four years as your elected President, I'm filled with gratitude for the incredible experience we've collectively embraced. Serving this group of dedicated educators has been an honour, and I am immensely thankful for the passion that drives ATESOL NSW.

Cindy Valdez



[READ MORE](#)

ATESOL NSW ADVOCACY

- The year's Advocacy wrap-up for 2023
- AMEP
- EAL/D recognition

We strive to be a voice for educators and their learners



GILLIAN PENNINGTON

Margaret Turnbull, December 2023

With thanks...

We would like to thank Dr Gillian Pennington for her many years of active stewardship of ATESOL NSW, providing leadership, engaging professional learning, mentoring and administration support throughout her time in the organisation.

Gill has been an active member of ATESOL from the early 2000s. Her contributions to the professional association began in ATESOL ACT where she was a member for five years and president for two years. After moving to NSW in 2008 she immediately joined ATESOL NSW.

In 2013 she shared the role of Vice President with Bess Wassman and Sue Bremner when there was no president. Then from 2014 through to 2016 she was President, leading ATESOL through a period of considerable change as we 'went online' and found new collaboration opportunities with NSW University. During her time as councillor, she continued to contribute to ATESOL, including her active involvement in planning the ACTA 2012

Conference and her role as newsletter editor.

Gill has delivered many professional learning sessions including her renowned 'Story Box' workshop. She also contributed at a national level working on the TESOL in Context Working Party and as guest editor for the **Early Childhood Special Edition of TESOL in Context**.

We want to thank her for all that she has done and for her wise leadership maintaining a calm course of action through any storm – and always with a great sense of humour.

We wish her well in her 'next steps' knowing that whatever she embarks on, issues of equity will be in her focus.

FROM THE ATESOL NSW NEWSLETTER EDITORS



Welcome to the Summer ATESOL NSW Newsletter. We hope you enjoy reading it. Our heartfelt thanks to the newsletter contributors who have given so generously of their time and thought to report on professional matters and advocacy for students and teachers in the TESOL environment.



ATESOL NSW thanks PTC NSW for their assistance in production of the newsletter

We wish you all a great holiday and festive season.

The Editors
Glenice Aiken and Marina Pearce

General enquiries: atesolnsw@gmail.com



MEET THE NEW ATESOL NSW COUNCILLOR FIONA BRAYBROOKS, TAFE COOTAMUNDRA

Fiona teaches for TAFE NSW in the rural towns of Cootamundra and Young in the Riverina. Focusing on Language, Literacy and Numeracy (LLN), Digital Skills and English for Speakers of Other Languages (ESOL), she has over ten years' experience in the VET sector teaching in Australia and India. Fiona currently teaches a wide range of LLN, digital and ESOL skills in multi-level classes across various regional campuses. She also supports learners through weekly study centres.

When she's not teaching, you'll see Fiona performing around the Riverina with her Bollywood dance group, the Coota Bollywood All Stars. Fiona is passionate about accessibility and equity in lifelong education and continues to foster positive relationships between TAFE NSW and the community.

Fiona talks about work in the Riverina and the professional development needs of TAFE teachers

Teaching ESOL comes with so many rewards, but in rural and remote areas of NSW, teaching can also pose a lot of different challenges. Having taught in the adult ESOL space for nearly 10 years in the Riverina region of NSW, I always enjoy the diversity of learners in my classrooms. My classes tend to be mixed-level and mixed qualification, which is a wonderful opportunity for learners to interact, hear about different coursework and hear an array of language use in different contexts. Learners explore their own learning pathway but with the support of their classroom teacher and collaboration with classmates. The learner diversity of the rural and remote classroom is an absolute joy to teach.

TAFE professional learning needs

Speaking with my colleagues regarding what is important to TAFE ESOL teachers and learners resulted in an array of answers including:

- importance and highlighting of rural education and how it may differ from our metro counterparts

- AMEP curriculum changes – moving from CSWE to EAL curriculum with the new AMEP contracts – TAFE currently uses CSWE curriculum and TAFE teachers would like further skills and knowledge for responding to the change to the EAL/D Frameworks. VIC TESOL has been running some PD alongside Lynda Wise and Associates (LWA), so it's a start, but I know staff are wanting more – perhaps something could be featured in the newsletters next year?
- diversity and inclusion in the adult ESOL and VET space – exploring innovative ways to involve learners in the classroom – we could explore tech and non-tech resources – there's also a lot of interest in the neurodiversity space ,
- additional PD, classroom resources,
- training in the area of trauma informed practice and much more – to support our learners. There are increasing numbers of learners entering our classrooms from war zones.

ATESOL NSW Newsletter

TAFE teachers want more adult education content. ATESOL NSW committee members would like to know what our TAFE colleagues want to see in the quarterly newsletter. It's important we continue to network across the TESOL sectors and share innovations and ideas.

Going into 2024, I would like to continue to increase learning opportunities for my ESOL learners and I look forward to exploring different themes and sharing ideas to enhance teaching and classroom experiences.



AMEP beginner students were preparing to survive an emergency. They needed the skills and knowledge to make an emergency triple zero phone call. (Learning Outcome SWEESD001, Pre-Certificate in Spoken and Written English, Pre-CSWE).

Background

The group came from round the world, the majority from mainland China. Ages ranged from 30+ to 80, and most were tertiary-educated professionals and skilled workers.

The students recognised the critical importance of understanding spoken English, and being understood when making an emergency call. Assessment criteria specify clear and correct pronunciation of personal information including spelling it out aloud, even at Pre-CSWE level. However, teachers continue to report that they are not sufficiently equipped for teaching pronunciation.

Teachers want practical strategies to help students learn another language in courses which are mostly constrained by time. Further there is the need to provide the knowhow for ongoing independent learning beyond the classroom.

Independent learning and assessment

Learners need the knowledge and skills for continuing to adapt their oral communication for the evolving demands of employment, vocational education, and community engagement. And if students are to be effective independent learners, they need to be able to make judgements about their performance and then be able to set

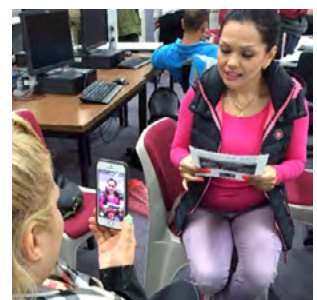
objectives for the next step. However, a frequently asked question from both teachers and students concerns the feasibility of students assessing their own pronunciation

Some frequently asked questions

When do you start teaching pronunciation, especially with beginner levels, and particularly if they are older learners. A further issue is that the pronunciation and writing of English is notoriously inconsistent. The International Phonetic Alphabet (IPA) was developed at a time when there was a drive to address this problem. But teachers are concerned at presenting a second alphabet, especially with beginners.

In this article we outline strategies for teaching pronunciation from day one with a Pre-CSWE class including:

- assessment of pronunciation and listening
- L1 and the impact on English learning
- use of AV recording for diagnosis and integrated feedback
- the sounds and prosody
- diverse L1 groups.



*AV recording and assessment
Students work in pairs reading a
technical text aloud.*

STRATEGIES FOR TEACHING PRONUNCIATION FROM DAY 1

Pre-CSWE Roleplay Assessment Task – Give personal information

Summary

Identifying student background and needs:

- class profile—education, work history, student resources
- L1 summary list of phonemic and prosodic features, and identify common problems for class (Learner English, Smith and Swan, CUP)
- assessment criteria

Class activities and resources

- AV record roleplay 000 Emergency call, Report a Fire
- review and assess AV
- vocab sheets
- teach problem sounds and give feedback ‘on the run’ using a pronunciation ‘toolkit’

Course design: first steps

An initial investment in time to compile a class profile of learners’ personal information (education, goals, L1) is a useful if not indispensable start to tailoring course design for student needs for pronunciation. Awareness of student goals can inform selection of relevant texts and also perspectives for assessment of intelligibility, for example who are the learner’s audiences current and future. **worksheet 1**

Awareness of L1 pronunciation (and the predictable problems students may have learning English) can inform initial teacher presentations on aspects of pronunciation. This is the time to introduce terminology needed to talk about pronunciation.

Students recognise and respond to course design which acknowledges their specific backgrounds and L1. It promotes greater awareness and ownership of the problems they may be having with English oracy. These initial steps, using a class profile and tailored presentations on aspects of pronunciation, provide the basis for ongoing feedback for learners managing their problems with pronunciation.

Problems / Analysis	
Lili	nouns worked /t/ happy doctor when /z/ /n/ night name
Feng Jian	name time years live /s/ /l/ lame
Zeng Hua	from cone English will /w/ light
Qing Yu	new doctor talk neighbour
Yu Lan	my /z/ /s/ come /cane
Pei Hui	Australia months with /θ/ worked /t/
Lida	name from with
Jian Zhong	with
Ji Hong	with engineer student ago
Bi Yu	with sports English will
Su Mei	came months
Ge Guang	Hometown worked TAFE; will study
Jiang Guo	sydney / Liberty Grove / working student
	nouns worked /t/ breathing +p
	the come nouns worked /s/
	student
	name, nouns with in speak

Summary feedback on AV recorded interview basic ID. Listing of common problems of group with sounds/sound confusion and correlation with CSWE assessment criteria .

Impact of L1

One of the issues that adults face in learning English is the impact of L1 which can act as a filter for both listening and pronunciation. Building on this awareness can start at beginner level with the introduction of an L1 summary list of phonemic and prosodic features of the class enabling students and teachers to identify common problems of the group and make comparisons between L1 and L2 sounds and prosody. **worksheet 2**

Audio or AV recording by students (on mobile phones) provides reliable data for students and teachers to make judgements about performance. Students want feedback and want to know if it’s correct. The two AV below of a Pre-CSWE class demonstrate students taking on both recording and evaluating their pronunciation against explicit criteria. Students need and want knowledge and skills to analyse their pronunciation – to compare it with a model and recognise the difference.

AV recorded Roleplay and Worksheet, Triple Zero Emergency call/ Report a Fire AV 1 worksheet 3 (n.b. recorded when cassette players were used)

Class activity to review and assess AV recorded roleplay with worksheet AV 2 worksheet 4

STRATEGIES FOR TEACHING PRONUNCIATION FROM DAY 1

Pre-CSWE Roleplay Assessment Task – Give personal information



Using mirrors to check articulation & pronunciation of difficult vocabulary

Vocab sheets for pronunciation of new/difficult vocabulary to recognise the relationship between the written and spoken form of English (not a phonetic language) and consequently, symbols for representing the sounds of English (e.g. IPA, syllable stress markers).

Student/teacher names [worksheet 5](#)

Numbers (address) [worksheet 6](#)

Spelling aloud: the Alphabet (name, address) [worksheet 7](#)

New vocabulary (Triple Zero Emergency) [worksheet 8](#)

Self-assessment format [worksheet 9](#)

Dictionary use (n.b. entries for grammar, IPA, as well as meaning) is recommended for each activity.

Toolkit to illustrate aspects of pronunciation

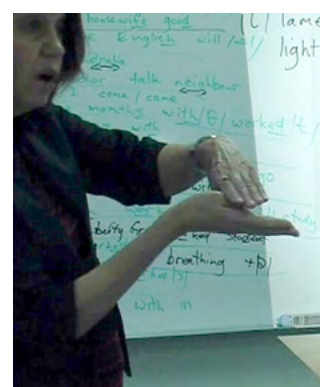
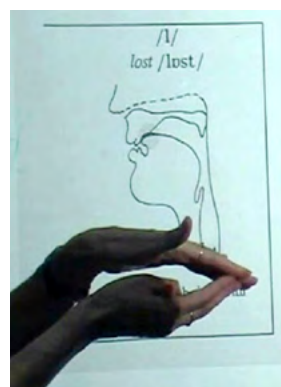
Diagrams, posters, mirrors, breathing exercises, hand gestures, paper strips to demonstrate breath, gloves to simulate tongue positions for articulation of sounds.

Teaching articulation of /n/, /l/ AV [AV 3](#)

Teaching articulation and breath force AV [AV 4](#)

Teacher presentation for naming key speech organs, describing articulation and introducing terminology to talk about aspects of pronunciation and problems AV [AV5](#)

Teaching pronunciation of key vocabulary Report a fire, using toolkit AV [AV 6](#)



Tip

Make the knowledge and skills to acquire intelligible pronunciation (listening and speaking) available from the beginning.

Address the acquisition of ESL and problematic aspects of pronunciation, for example, spelling miscues, L1 influence

- written English is not phonetic,
- articulation of English pronunciation,
- and listening comprehension skills will be acquired through the filter of L1 if the differences are not explicitly addressed and accompanied by relevant exercises

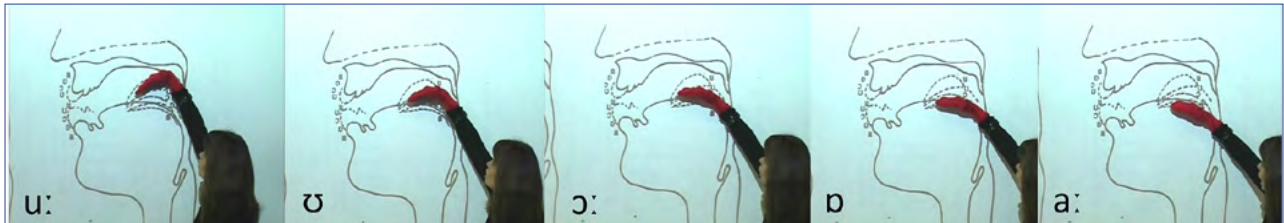


Teacher feedback:
introducing terminology
for analysis of spoken performance

- Use of diagrams
- Learner use of L1
- Use of hand to simulate articulation of sound

STRATEGIES FOR TEACHING PRONUNCIATION FROM DAY 1

Pre-CSWE Roleplay Assessment Task – Give personal information



Develop a repertoire of ways of illustrating the aspects of pronunciation 'on the run', for practising, and for providing feedback in an ongoing way, and facilitating ongoing integration of pronunciation in regular class activities. In this sequence of the vowels /u:/, /ʊ/, /ɔ:/, /ɒ/, /a:/, students can see, with the use of the red sock and the diagrams, that the space at the back of the mouth gradually gets bigger as they make these sounds.

Learning Outcome

SWEESD001, *Engage in very short dialogues*, 102725NAT, Course in Preliminary Spoken and Written English (Pre-CSWE)

Give personal information

- Uses personal information vocabulary
- Answers questions with the correct information
- Says key words and letters clearly
- Spelled (out aloud) name and address correctly

Student performance must meet the variables of ISLPR Speaking: 1- and Listening: 1- and the assessment conditions stated in the unit guide. This unit has been written at ISLPR level S:1- and L:1-

References

To access the International Phonetic Alphabet (IPA) font in the worksheets attached to this article, download software.sil.org/charis/download/

English Everywhere Everyday Eileen Chau, NSW AMES 2003

Swan, M and Smith, B. 1987, 2001 *Learner English*, CUP

Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Adult Migrant English Program Research Centre, Macquarie University Sydney.

WATCH
THIS
SPACE

2024 PROFESSIONAL LEARNING
Pronunciation Workshops for
schools and TAFE

ACTA / ATESOL NSW ADVOCACY 2023

Glenice Aiken, Marina Pearce

ACTA and ATESOL NSW have continued advocacy throughout 2023 for EAL/D education across all the sectors, Early Childhood, Primary and Secondary, Post-Schools, including TAFE (AMEP, Foundations Skills, SEE, LLNP).

Advocacy included campaigning, submission writing, committee consultations and meetings with Government advisors State and Federal. The ongoing aim of the advocacy is to establish and maintain the conditions for delivery of a professional EALD service.

With the Adult Migrant English Program (AMEP), a major achievement for ACTA was getting the Government to withdraw a proposed outcomes-based payment model and securing a postponement till 2024 of the Request for Tender of the AMEP, gaining time for further consultation with ministerial advisors. Central to those discussions with the Government and their advisors were maintaining professional standards, teacher job security and program quality and stability.

In our September issue we reported on real progress with the inclusion of EAL/D teachers in

the NSW Government plan to offer permanent employment to at least 10,000 eligible temporary teachers. ATESOL NSW is pursuing this with the Minister.

We also welcomed the release of the Federal Government's Employment White Paper in September 2023 which proposed up front "the vision for a dynamic and inclusive labour market in which everyone has the opportunity for secure, fairly paid work..." and the assistance needed to achieve it. This includes access to foundation skills from childhood to post school education with additional funding for TAFEs.

The current NSW Government Review of NSW vocational education and training brings the opportunity for federal and state governments to work together to achieve the goals of the white paper on employment.

December 2023 – ACTA is a key stakeholder in consultations with the Federal Department of Workplace Relations working towards developing a VET Workforce Blueprint. The Blueprint will "recommend a strategy and implementation of actions to give stability and quality to the VET workforce." In a roundtable discussion on 11 December, ACTA representatives from the post schools sector (TAFE, unis) responded to the following question:

What are the most significant barriers regarding attraction, retention and development in the TESOL VET workforce that the Blueprint needs to address?

ACTA representatives prioritised the challenges to maintaining stability and quality in the VET workplace:

- lack of secure employment
- high administrative and compliance burden
- onerous focus on assessment
- Cert IV requirement related to requirements of accredited training products
- lack of availability of targeted professional development opportunities and resources

This discussion is part of a broader consultation process with a wide range of stakeholders in the VET sector, and will be informed by the Federal Government's response to the House of Representatives Standing Committee on Employment, Education and Training report: 'Don't take it as read': Inquiry into adult literacy and its importance, November 2023 (See recommendations 1, 8, 10, 11, 13) [LINK TO PDF](#)

MEDIA WATCH

AFTER THE VOICE, HOW WILL AUSTRALIA CLOSE THE GAP?

Broadcast Fri 24 Nov 2023 at 7:30am



The comprehensive failure of the referendum on an Indigenous Voice to Parliament means the path forward for Indigenous recognition is once again an open question. Later today, the Joint Council on Closing the Gap will meet for the first time since the referendum vote. Linda Burney, Minister for Indigenous Australians says there is “a huge agenda going forward” and the idea of local and regional voices are being discussed.

Guest: Linda Burney, Minister for Indigenous Australians [PROGRAM LINK](#)

CONGRATULATIONS TO JOHN PETRIE

Winner of 2023 Sculpture by the Sea (and adult ESOL teacher)

We're delighted to see John win this prestigious prize. Less well known is his work as an adult ESOL teacher.

In our September 2023 ATESOL NSW newsletter we featured John Petrie in an article describing field trips with adult ESOL students to Sculpture by the Sea.

Sculpture by the Sea has always been a favourite activity with our students, and we've found over the years that John has always responded generously to our request to meet with students, from beginner levels to advanced, and talk about his sculpture. [LINK TO VIDEO OF JOHN TALKING ABOUT MAKING ART](#)



SENATOR DODSON URGES YOUTH TO LEAD RECONCILIATION



Labor Senator Patrick Dodson announced his retirement from Federal Parliament two weeks ago and gave his thoughts on the recent Referendum.

“You now have in this country an Australian problem. It’s a problem for Australians 60/40 split on that vote makes it an Australian problem. It’s not an Aboriginal problem. We need to seriously think now of the way in which our civil society knits together with its diversity and differences. We can’t take that for granted and it’s not just First Nations peoples and non-Indigenous peoples. This is an Australian problem we now have and it’s the legacy of the success of the NO voters.” This article calls for a sustained pathway to reconciliation, led by young people. [LINK](#)

‘YOUR UNITED STATES WAS NORMAL’: HAS TRANSLATION TECH REALLY MADE LANGUAGE LEARNING REDUNDANT?



Discussion about how machines learn languages and what that means for human language learning by Ingrid Piller, Distinguished Professor of Applied Linguistics, Macquarie University.

Published: November 22, 2023

With recent advances in automated translation, the belief is taking hold that humans, particularly English speakers, no longer need to learn other languages. Why bother with the effort when Google Translate and a host of other apps can do it for us? In fact, some Anglophone universities are making precisely this argument to [dismantle their language programs.](#) [LINK](#)

PROFESSIONAL LEARNING & RESOURCES

PROFESSIONAL LEARNING OFFERINGS IN 2024



ATESOL NSW has six professional learning opportunities to be offered during the three celebratory weeks in 2024.

This will be two each term. One will be online via zoom and the other will be a face- to-face PL. Venues and speakers to be announced.

- **Harmony Day – Thursday 21 March**
Presentations for the week of celebration
(Term 1 W8 18–22 March)
- **World Refugee Day – Thursday 20 June**
Presentations for the week of celebration
(Term 2 W8 17–21 June)
- **International Day of the World’s Indigenous Peoples – Friday 9 August**
Presentations for the week of celebration
(Term 3 W3 5–9 August)

Stayed tuned for more information in the coming year.



SYDNEY INSTITUTE FOR COMMUNITY LANGUAGES EDUCATION

Supporting and researching linguistic diversity in Australia

Our work informs policy and evidence-based language teaching approaches. We also provide professional pathways for teachers and support community language students through the development of curriculum resources and assessments.



OUR SUPPORTERS PROFESSIONAL LEARNING

Cindy Valdez

ATESOL NSW supporters believe deeply in what we do and are passionate in helping educators support their EAL/D students to access the curriculum, experience success and become life-long language learners.

SBS Learn English is a free service to help Australian migrants improve their English and live well in Australia. Their free videos, podcasts, articles and worksheets help make learning English fun, practical and entertaining. Here are a couple video series to start you off with: Click on **Meet the Changs** for an easy-medium level of English proficiency. Do you prefer listening to podcasts instead? Then listen to their latest: "Talking about reading and books" (medium level).

In 2023, the **Foundation for Learning and Literacy** convened a symposium featuring organisations whose primary work is with children and young people, literacy and drama. The 2023 Literature Symposium involved a series of free online presentations from a range of organisations, including "Rich texts and Visual Arts collide" with ATESOL NSW President, Cindy Valdez.

PETAA's 2024 Conference – Reading, learning, meaning, pleasure

With top speakers addressing the new Australian Curriculum. Join in-person, online, or on-demand. Grab this unmissable PL chance now!

Click on these links for more Professional Learning opportunities from our other supporters,

Joanne Rossbridge and **English Teachers Association NSW (ETA)**

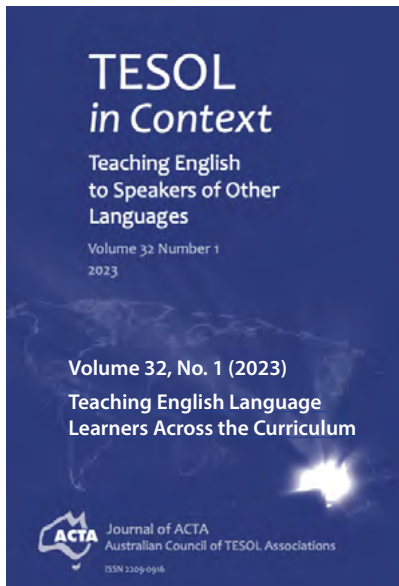
ATESOL NSW AFFILIATES & SUPPORTERS



PROFESSIONAL LEARNING & RESOURCES

Teaching English Language Learners Across the Curriculum

From Skye Playsted TESOL in Context Journal Coordinator



This Special Issue has two primary goals. Firstly, we aimed to bring together diverse perspectives and voices from across Australia that showcase the remarkable efforts that teachers and educators are already doing to cater for the needs of EAL/D learners in schools and mainstream environments. Secondly, and while acknowledging these commendable efforts by educators, we argue that more work is needed to address the persistent challenges in providing tailored support that addresses the diverse linguistic and cultural backgrounds of EAL/D students. We acknowledge that catering for EAL/D learners' needs in schools and mainstream classes involves more than just structural adjustments. It necessitates a paradigm shift in educational perspectives. Beyond the accommodation of linguistic diversity, there is a crucial need to challenge and disrupt dominant deficit views that may prevail in educational settings. The insights gathered from these articles illuminate the multifaceted and dynamic landscape of EAL/D education in Australia. They collectively underscore the necessity for an integrated approach that encompasses not only specialised pedagogies but also a deep understanding of the cultural and linguistic diversity present in our classrooms

Commercialisation in Australian public education and its implications for the delivery of English as an Additional Language/Dialect: An EAL/D teacher perspective

Sue Creagh

Queensland University
of Technology
University of Queensland

Skye Playsted

University of New England
University of Queensland

Anna Hogan

Queensland University of
Technology

Tae-hee Choi

University of Southampton

Bob Lingard

Australian Catholic University

This paper presents the findings of a survey with EAL/D teachers in Australia, in relation to the extent to which they are experiencing commercialisation and the impact this is having on the delivery of a longstanding service designed to ensure equity of outcomes for English language learners. The data suggests that the use of commercial products in schools may not be aligned with appropriate educational practices which target language learning needs.

There is a strong need for further research in the uptake and use of commercial products for specialist language support. This will elucidate the extent to which EAL/D as a specialisation is being impacted by the use of commercial products both in the appropriacy of the products and in the deprofessionalisation of specialist EAL/D teachers.

[READ MORE](#)

ABOUT TESOL in Context

TESOL in Context is an internationally refereed journal with a wide target audience, both national and international. Readership includes TESOL/EAL professionals working in all sectors of education; universities, primary and secondary schooling, early childhood settings, adult migrant programs, vocational training, ELICOS and TESOL teacher education, both in Australia and internationally.

Articles published in *TESOL in Context* typically examine the nexus between theory and practice. The aims of *TESOL in Context* are to:

- provide professionals in the field with insights into TESOL issues in Australia and internationally
- contribute to the development of classroom expertise through dissemination of current research and thinking around TESOL.

PROFESSIONAL LEARNING & RESOURCES

THE MONTHLY CHAT NEWSLETTER



Joanne Rossbridge, Language & Literacy Consultant

The countdown is now on for the holidays as some of you begin your well-deserved break shortly while others may have a little longer to wait. Regardless, the final weeks of the school year are a wonderful time to engage students with great texts and get them engaged in the summer season and upcoming holidays.

In this [newsletter](#) the season of summer is a theme, as I suggest a range of texts to share and compare with students. A teaching sequence on the poem *The Beach* by William-Hart Smith is provided, and professional learning is outlined for Term 1 2024. You will find flyers detailing the courses Grammar, Language and Literacy and Grammar and Teaching in 2024.

Also remember the [Resource Centre](#) has many resources to support you to design learning with practical, engaging strategies. You may find teaching sequences to use in the last weeks of school.

STATE TESOL ASSOCIATIONS



Become an [ATESOL member](#) and access FREE ACTA membership which provides resources and professional learning opportunities from State TESOL Associations across Australia. Click on the state logo on the map above.



APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA

Ingrid Pillar, ALAA Executive

The *Language on the Move* team at Macquarie University is hosting a full-day workshop devoted to **linguistic inclusion** on Dec 14. The program is available at [Linguistic inclusion today](#).

Members might be particularly interested in the session about “Languages in Australian Higher Education,” which can be attended separately (in person or on Zoom). This session engages with the continued threat to languages programs based on Croatian as a case study. The registration links for the full-day or the panel are available at <https://www.languageonthemove.com/linguistic-inclusion-today>

Members might also be interested in this *Conversation* piece about how machines learn languages and what that means for human language learning [LINK](#) A Chinese version is also available in *Global Times*

15TH LINGUISTIC LANDSCAPE WORKSHOP IN WELLINGTON, NZ, 2024

Linguistic Landscape 15

+

NZ LL Winter School

20-22 June 2024 (and Winter School 18-19 June 2024)

[For more information – linguisticlandscape15.weebly.com/](http://linguisticlandscape15.weebly.com/)

Fluidity and
Fixity in
Borderlands

[Read the Call for Papers and submit abstracts here](#)

LL15

OUTGOING PRESIDENT'S MESSAGE



Dear friends and colleagues,

As I reflect on the remarkable journey of the last four years as your elected President, I'm filled with gratitude for the incredible experience we've collectively embraced. Serving this group of dedicated educators has been an honour, and I am immensely thankful for the passion that drives ATESOL NSW. I am particularly proud of the progress we've made together – launching a new website that enhances our digital presence, fostering valuable partnerships that enrich our initiatives, and witnessing a significant growth in our membership numbers. These achievements stand as testaments to our collective efforts and commitment to our shared educational goals for those who have a language background other than English and those needing additional support in acquiring the English language.

Our journey has also seen a significant step forward as we return to face-to-face professional learning delivery, complemented by online options where needed. This flexible approach reflects our commitment to meeting the diverse needs of our members and ensuring accessible and inclusive learning opportunities. Equally, the addition of new Council members has been a source of inspiration, bringing fresh perspectives and energy to our shared vision.

I extend a sincere thank you to Gill Pennington, who leaves Council and was also a past President, for her dedicated service, which have left an enduring mark on our organisation. A special mention is due to Luke Nolan, who joined as Secretary this year, and Mark Fraser as Treasurer. I appreciate the amazing work they have done so far in the short time they've been with us. I am excited about the leadership transition with Michael Michell stepping into the role of President. Michael's work around Advocacy adds depth to his role, and I am confident in the positive impact he will bring to our organisation. Additionally, a huge thank you goes to Marina Pearce and Glenice Aitken for their dedication and openness to new ideas with the creation of our Newsletter. Your commitment to keeping our community informed and engaged is truly appreciated. I would like to thank Kathy Rushton, for leading the Professional Learning subcommittee, ensuring that we were able to offer members the opportunities to engage in quality learning. I extend my appreciation to our Supporters: SBS, PETAA, ETA, Joanne Rossbridge and Foundation for Learning and Literacy, and our ambassadors, authors Oliver Phommavanh and Irena Kobald, for their steadfast support. Their commitment has been instrumental

in our success, and we are grateful for the valuable collaboration. Special thanks go to both Melanie Davies and Margaret Wajs for always giving us a hand with high school and further TESOL training queries we receive regularly from our members. I want to express my gratitude to Gavin Youngman, Communications/marketing strategist, for his consistent backing in implementing the impact strategy to achieve our goals of increasing brand awareness and membership numbers. His expertise has been invaluable, and we appreciate his ongoing support. Finally, I am pleased to announce Robyn Johnson as our new Vice President. I want to express my thanks to her for saying yes to this opportunity to be part of the executive team. I also extend my thanks to my outgoing Vice President, Margaret Turnbull, for all the work and support she has provided me as President over the last four years.

As I pass the torch to our incoming President, Michael Michell, and the new executive team, I am confident that these accomplishments and our evolving strategies and activities serve as a solid platform for the continued success of our organisation. Though my role changes, my commitment does not. I look forward to supporting our team as the immediate past President and continuing my service as a Council member for both ATESOL NSW as well as ACTA and leading the Communications and Social Media committee for both. Thank you for the privilege of leading this remarkable group of educators. Here's to a future filled with continued growth, learning, and success.

Lastly, I wish everyone a very Merry Christmas and a Happy New Year.

Stay safe, kind and connected,

VACANCIES - KOOLKAN KIDS NEED YOUR SUPPORT

Baressa Frazer, Principal – Koolkan Aurukun State School



We have the following roles available:

Teaching roles (must have current QLD teacher rego)

- Specialist HPE Teacher
- Specialists Art Teacher
- Teacher Students with Disabilities/ Inclusion
- Early Years teacher x 3
- Secondary teachers x 4 (Jnr Secondary experience and with Cert IV Training and Assessment)
- Middle/Upper Primary x 1
- Teacher Engagement and Wellbeing
- Teacher Inclusion/Learning Support

You can apply for teaching roles by submitting your application via our [Smart Jobs](#) Portal. Due to our remote location, we offer Remote incentives, including all transfer expenses and also have fantastic teacher housing.

Non-teaching roles

- Youth Workers x 2
- Business Manager (A04)

Contact me directly regarding these.

Ayyang Niiyalang!! (hey everyone)

I am reaching out to my colleagues near and far to see if you could offer some support to get the word out! Koolkan Aurukun State School has several unfilled vacancies for 2024.

I am the Principal of Koolkan Aurukun State School, situated on the West Coast of Cape York, QLD. I am a local Aboriginal woman, who is very fortunate to hold such an amazing role in our community!

For those who may be interested in some of the above opportunities I will share with you some of the work I have been involved in and also provide you some information about Aurukun and our community. Our school was recently recognised as a showcased school in the *Bevan Brennan 'Every child needs a champion': realising the potential for every Aboriginal and Torres Strait Islander student* category you can find more about our nomination [HERE](#). You may also like to check us out on [Facebook!](#)

This is an example of work I achieved to support the development of language and music. We have an amazing first language curriculum which is the heart of our school, this is the only program in QLD supporting First Language learning. We also have our elders who we work collaboratively with each week! [LINK](#)

Small promotional clip about our people travelling to Laura Festival, provides a cultural perspective about the richness of our community. [LINK](#)

This is a sample of a partnership we have with our local Ranger organisation to support our young people return to country. I recently had the pleasure of joining last year's camp. It was an amazing experience. [LINK](#)

This is a little promo video about me, a few years back. [LINK](#)

Please feel to reach out to me via email if you need further information.

Thank you for your time. An man kan, appow!
(that's all, bye)



Applications invited for TESOL in Context position Journal Coordinator

Dear TESOL in Context subscribers,

TESOL in Context is an Australian journal published by the Australian Council for TESOL Associations (ACTA), the peak national association for TESOL associations in Australia. Its readership includes teachers, researchers and others interested in the Teaching of English to Speakers of Other Languages (TESOL) in Australia and internationally. It is a fully online journal using the OJS3 platform. TiC produces at least two issues per year. Two editorial teams are each responsible for one issue per year. Funding for ACTA comes from membership subscriptions from each state and territory. It is from these funds that this TiC position is funded.

The Journal Coordinator position is a two-year contract position, commencing 1 February 2024-31 January 2026 with a workload on average of 4-5 hours per week to a maximum of 20 hours per month. An honorarium of \$1200 per month is payable on presentation of a monthly invoice. We are happy for the person in this role to undertake the work at times which suit them across the working week. We do not expect the coordinator to be on call every day of the week, but we do require them to let us know a time or times of the week when they will be able to respond to our emails/messages. The position would suit a PhD student and/or retired teacher.

Lines of responsibility and communication

The TiC Coordinator is responsible to the ACTA president or their nominee, and will communicate and work with:

- The TiC Working Group, in relation to general matters to do with the journal
- The two editorial teams in relation to the receiving, reviewing, revising and preparation of articles for publication
- The ACTA Treasurer regarding issues relating to payments (salary and other journal expenses)

- Reviewers (academics working in the TESOL field who are invited to review submissions related to their specific knowledge and area of expertise within the TESOL field)
- Other support services and providers: e.g. The online journal hosts (Currently Deakin University Library); the database hosts (Informit, etc); Internet provider for ACTA
- Social media support people (currently TiC has a Facebook page/group and a Twitter account, etc.)
- State and Territory association representatives regarding promotions and communications to do with TiC
- Other correspondents related to the publication

As all the positions within ACTA Council, the TiC Working Group, the Editorial teams and the reviewers are voluntary, unpaid positions, a significant amount of the responsibility for the ongoing operations of the Journal will sit with the Journal Coordinator. This may require the person in this role to prompt and remind others for responses, including actions and where needed, advice.

ADVERTISEMENTS

Key selection criteria, skills, knowledge and abilities required:

1. Abilities to use / willingness to learn technical skills for managing an online journal management system
2. Demonstrated ability to work autonomously, take initiative and to coordinate and drive multi-layered complex processes such as those involved in publishing an online peer-reviewed journal
3. Excellent oral and written communication skills, including abilities to communicate effectively with a range of people and groups via phone, email and select social media
4. Ability to behave with discretion and maintain strict confidentiality in relation to submissions and reviews of articles for potential publication
5. Proven time management skills to complete tasks and meet deadlines
6. Knowledge or experience in a field related to TESOL, or willingness to develop expertise in this area
7. Willingness to commit to a regular part-time position.

For further information and to submit applications, contact ACTA President, president@tesol.org.au
Closing date: 10 January 2024

PROFESSIONAL TEACHERS COUNCIL NSW COME TOGETHER CONFERENCE SERIES 2024

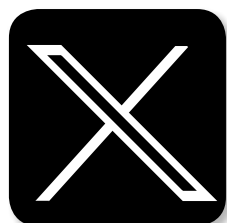
As part of the PROFESSIONAL TEACHERS COUNCIL NSW Golden Jubilee Year celebrations and reflections, we are excited to announce a series of conferences PTC NSW will be hosting in 2024! This series of cross-sectoral events titled "Come Together" will provide space for PTC NSW member associations to showcase the variety, value and expertise of their professional teaching associations in NSW.



Come Together in Term 1 – *Celebrating the Arts*
Come Together in Term 2 – *The World of STEM or.....?*
Come Together in Term 3 – *HSIE Contemporary Issues*
Come Together in Term 4 – *Language Learning*

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